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ABSTRACT

In the fall of 1977, the College of Education of the University of Washington (Seattle) instituted a socio-ethnic course requirement for teacher certification candidates. To satisfy the requirement, candidates must successfully complete a course from each of two categories: Category A courses provide the student with a broad look at socio-ethnic differences, while courses in Category B focus on specific ethnic and social groups. A descriptive research study evaluated the effectiveness of the socio-ethnic course requirement through examination of student enrollment patterns in the socio-ethnic courses. The study population included all students enrolled in the certification program in the spring and autumn quarters of 1981. Five variables were used to construct comparisons with the socio-ethnic enrollment data: (1) sex; (2) student teaching placement (urban, suburban); (3) level (elementary, secondary); (4) ethnic group (White, Asian, Other Minority); and (5) major (broadly classified as social science, humanities, natural science, and other). Results showed that students are, for the most part, satisfying the socio-ethnic course requirement by electing courses which reflect their own particular ethnic or social group. It was concluded that the College of Education may wish to consider a mechanism to ensure all students some study of ethnic and social groups different from their own. Tables and charts are appended which show the numbers and percent of student course enrollment characteristics. (Authors/FG)

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The Teacher Education Socio-Ethnic Requirement of the College of Education, University of Washington: A Study of Enrollment Patterns

TEACHER EDUCATION RESEARCH CENTER
Research Report No. 82-1

College of Education
University of Washington
November, 1982

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TABLE of CONTENTS

INTRODUCTION 1

COLLEGE REQUIREMENTS 1

PROCEDURE 2

Population 2
Study Variables 3
Statistical Analysis 6

FINDINGS 6

Category A Courses (by department) 7
Ethnic Group _____ 7
Sex _____ 8
Pattern _____ 9
Major _____ 9

Category B Courses (by department) 10
Ethnic Group _____ 10
Sex _____ 11
Pattern _____ 13
Major _____ 13

Category B Courses (by Ethnic group and Women) 14
Ethnic Group _____ 14
Sex _____ 15
Pattern _____ 17
Major _____ 17

SUMMARY and CONCLUSIONS 18

Ethnic Group 18
Sex 19
Pattern 19
Major 19
Level 20
Final Conclusion 20

TABLES 1-A

TABLES

TABLE 1

Number & Percent of Courses in the Three Categories 4

TABLE 2

Number of Subjects in Four 'Major' Classifications 5

TABLE 3

Ethnic Make-up of Sample 6

TABLE 4

Number & Percent of Registrations in Category A Departments 7

TABLE 5

White & Minority Registrations in Category B Departments... 11

TABLE 6

Female and Male N - % 12

TABLE 7

White & Minority Registrations in Category B Courses 15

TABLE 8

Female & Male Registrations in Category B Courses 16

APPENDICES

Appendix A

Socio-ethnic Studies Course Requirement for Initial Certification. 22

Appendix B.1

Number and Percent of Category A Courses Classified According to Department, Taken by White, Asian and Other Minority Subjects. 24

Appendix B.2

Number and Percent of White, Asian and Other Minority Subjects Enrolled in Category A Courses, Classified According to Department. 25

Appendix B.3

Number and Percent of Category A Courses, Classified According to Department, Taken by Female and Male Subjects 26

Appendix B.4

Number and Percent of Female and Male Subjects Enrolled in Category A Courses, Classified According to Department. 27

Appendix B.5

Number and Percent of Category A Courses, Classified According to Department, Taken by Seattle, Metropolitan and Northline Pattern Subjects 28

Appendix B.6

Number and Percent of Seattle, Metropolitan and Northline Pattern Subjects Enrolled in Category A Courses, Classified According to Department 29

Appendix B.7

Number and Percent of Category A Courses, Classified According to Department, Taken by Social Science, Humanities and Natural Science Majors. 30

Appendix B.8

Number and Percent of Social Science, Humanities and Natural Science Majors Enrolled in Category A Courses, Classified According to Department 31

Appendix B.9

Number and Percent of Category B Courses, Classified According to Department, Taken by White, Asian and Other Minority Subjects. 32

Appendix B.10

Number and Percent of White, Asian and Other Minority Subjects Enrolled in Category B Courses, Classified According to Department. 33

Appendix B.11

Number and Percent of Category B Courses Classified According to Department, Taken by Female and Male Subjects. 34

Appendix B.12

Number and Percent of Female and Male Subjects Enrolled in Category B Courses, Classified According to Department. 35

Appendix B.13

Number and Percent of Category B Courses, Classified According to Department, Taken by Seattle, Metropolitan and Northline Pattern Subjects 36

Appendix B.14

Number and Percent of Seattle, Metropolitan and Northline Pattern Subjects Enrolled in Category B Courses, Classified According to Department 37

Appendix B.15

Number and Percent of Category B Courses, Classified According to Department, Taken by Social Science, Humanities and Natural Science Majors. 38

Appendix B.16

Number and Percent of Social Science, Humanities and Natural Science Majors Enrolled in Category B Courses, Classified According to Department 39

Appendix B.17

Number and Percent of Category B Courses, Classified According to Ethnic Topic, Taken by White, Asian and Other Minority Subjects. 40

Appendix B.18

Number and Percent of White, Asian and Other Minority Subjects Enrolled in Category B Courses, Classified According to Ethnic Topic. 41

Appendix B.19

Number and Percent of Category B Courses, Classfied According to Ethnic Topic, Taken by Female and Male Subjects. 42

Appendix B.20

Number and Percent of Female and Male Subjects Enrolled in Category B Courses, Classified According to Ethnic Topic. 43

Appendix B.21

Number and Percent of Category B Courses, Classified According to Ethnic Topic, Taken by Seattle, Metropolitan and Northline Pattern Subjects. 44

Appendix B.22

Number and Percent of Seattle, Metropolitan and Northline Pattern Subjects Enrolled in Category B Courses, Classified According to Ethnic Topic. 45

Appendix B.23

Number and Percent of Category B Courses, Classified According to Ethnic Topic, Taken by Social Science, Humanities and Natural Science Majors. 46

Appendix B.24

Number and Percent of Social Science, Humanities and Natural Science Majors Enrolled in Category B Courses, Classified According to Ethnic Topic 47

Introduction

In 1977, the National Council for Accreditation of Teacher Education (NCATE) adopted a standard dealing with multicultural education. The standard reads: "The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components." According to NCATE, multicultural education is "preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters...This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings."

The state of Washington has mandated (WAC 180-79-130) that all candidates for initial level certification must satisfactorily exhibit certain skills and knowledge related to socio-cultural-economic differences and human relations. According to the state, the candidate must "know and appreciate the history, contributions and traditions of various ethnic, sex, age, socio-economic, cultural, and minority groups." In addition, the candidate must be able to "recognize dehumanizing biases...create educational environments which contribute to the self-esteem of all persons and to positive human relationships...and facilitate the understanding of the belief, values, and lifestyles of individuals from diverse groups and cultures."

College Requirements

In the fall of 1976, prior to the adoption of the standards discussed in the introduction, the College of Education recognized the importance of acquainting all prospective teachers with cultures and ethnic

groups different from their own. Thus the College instituted a socio-ethnic course requirement which all candidates for teacher certification must meet. To satisfy the requirement, candidates must successfully complete two courses from a list of relevant courses, as established by the College's Council on Teacher Education. The list is divided into two sections, Category A and Category B. Each candidate must select one course from each of the two categories. Category A courses provide the student with a broad look at socio-ethnic differences, while courses in Category B focus on specific socio-ethnic groups. These "course lists" can be seen in Appendix A.

Procedure

In an attempt to evaluate the effectiveness of the socio-ethnic course requirement, the Teacher Education Research Center (TERC) began a research study in January of 1982. Initially, it was hoped that the effect of the requirement could be assessed by examining the actual teaching behavior of the students in field conditions. However, it was determined that not only was there no reliable instrument available to measure such behavior, (e.g., socio-ethnic sensitivity, knowledge, skill, etc.) but there were too many intervening variables, making it impossible to identify the variance attributable to the effect of the course requirement. The members of TERC reluctantly agreed that a descriptive study, examining certain demographic variables, was all that could be accomplished at that point in time.

Population

The population for this study included all those students enrolled in the certification program in Spring and Autumn Quarters of 1981. The total number of cases was potentially 515. However, a number of factors

combined to decrease the population size. At the time of the initial data gathering, many students who first enrolled in Autumn 1981 had not yet completed the socio-ethnic requirement. In addition, not all the data requested were stored in the computer. As an example, if a subject's pattern assignment was unavailable through the computer search, that student failed to be included in the tables dealing with pattern, even though their socio-ethnic requirement might have been completed. As a result, the total number of subjects varies from table to table, from a low of 172 to a high of 356. In spite of these shortcomings, the researchers hold the belief that the population is of sufficient size to make the study valid.

Study Variables

Six variables were retrieved from the computer-based databank to construct comparisons with the socio-ethnic course data. These six variables were sex, pattern (Metropolitan, Seattle, Northline), level (elementary, secondary), handicapping condition, ethnic group, and major. Because of insufficient numbers, handicapping condition was eliminated as a potential variable.

To make the comparisons more manageable, some of the variables had to be reclassified into larger groups. Category A courses were combined into departmental classifications, e.g., English, Geography, Psychology, etc. Category B courses were classified according to departmental classification and again according to the ethnic group about which the courses were concerned. Table 1 illustrates the number and percent of courses found in the three classifications.

TABLE 1

Number and Percent of Courses
in the Three Categories

Category A Courses (by department)	N	%
AD ORG	1	4
ANTHROPOLOGY	2	9
EDUCATION	6	26
GEOGRAPHY	3	13
HSTAA	2	9
POLITICAL SCIENCE	3	13
PSYCHOLOGY	1	4
SOCIOLOGY	3	13
WOMEN	1	4
HSS	1	4
Total	23	100

Category B Courses (by department)		
AFRAM	8	10
AIS	14	17
AAS	10	12
ANTHROPOLOGY	4	5
WOMEN	12	15
ART HISTORY	2	2
CHSTU	5	6
EDC&I	5	6
ENGLISH	3	4
HSTAA	7	9
PSYCHOLOGY	1	1
SOCIOLOGY	5	6
SPANISH	4	5
PHILOSOPHY	1	1
POLITICAL SCIENCE	1	1
Total	82	100

Category B Courses (by ethnic topic)		
BLACK	16	20
NATIVE AMERICAN	21	26
ASIAN	10	12
WOMEN	20	24
CHICANO	11	13
JEWISH	1	1
OTHER	3	4
Total	82	100

In order to further make the comparisons manageable, the subjects' majors were reclassified into larger groups. There were 55 different 'major' areas listed by the students. Because the number of students declaring certain of the majors was insufficient to allow meaningful generalizations, four general categories were created: Social Science, Humanities, Natural Science, and 'Other'. The number of students in the sample according to these categories can be seen in Table 2.

TABLE 2

Number of Subjects in Four 'Major' Classifications

Major	Elementary	Secondary	Total
Social Science	116	95	211
Humanities	23	22	45
Natural Science	10	6	16
Other	18	32	50
Total	167	155	322

The first three classifications are standard and used quite frequently in the literature. The fourth category, 'Other', was created to handle such areas as Kinesiology, Speech Communication, Health Education, and Business Education; majors that fall somewhere between the three primary classifications.

As can be seen in Table 3, there were only 44 minorities in the sample, a number far too small to form any kind of reliable comparison.

TABLE 3

Ethnic Make-up of Sample

Ethnic Group	Elementary	Secondary	Total
White	187	165	352
Asian	17	8	25
Chicano-Mexican American	7	1	8
Black	4	1	5
Pacific Islander	1	0	1
Alaskan Native	1	1	2
American Indian	1	2	3
Other	2	5	7
Total	220	183	403

Thus, minorities were categorized into two groups: Asian and Other Minorities. Finally, all the results were broken down by school level, either elementary or secondary. Because of that, any subject whose level was not retrieved by the computer does not appear in the results.

Statistical Analysis

All the analyses were initially done using a chi square procedure. Some of the tables had as many as forty-two cells. Many of the cells contained few cases and some had no cases at all. Because of the insufficient numbers per cell, the chi square analysis proved of little value. Thus, the results are reported simply in terms of numbers and percents of total for each category comparison. This will allow some trends to be determined.

Findings

This portion of the report is divided into three sections. The first deals with the relationship between the five study variables and Category A courses. The second section examines the relationship between the variables

and Category B courses. In these two sections the courses are classified according to department. In section three, the relationship between the five variables and Category B courses is again studied, but this time the Category B courses are classified according to the ethnic group (or women) with which the course is concerned.

Because of the small number of minorities in the sample, the researchers felt that to achieve a more meaningful comparison it was necessary to combine some of the ethnic groups. Therefore, the minority sample is discussed in terms of two groups: Asians and Other Minorities.

Category A Courses (by department)

Ethnic Group

It can be stated with some authority that our subjects generally selected courses from four departments to satisfy the Category A requirement. There were a total of 291 course registrations (Appendix B.1) by both elementary and secondary subjects. Of those 291 registrations, 205 or 70% of them are accounted for by either the Psychology, Education, Sociology or Anthropology departments. Thirty percent (87) of all registrations occurred in Psychology, even though only one Psychology course (4% of the total number of approved Category A courses) appears on the official list. Registrations in Education (50) accounted for 17% of the total, while the figures for Sociology (36) and Anthropology (32) are 12% and 11% respectively. This is illustrated in Table 4. The only variation in this trend occurs

TABLE 4

Number and Percent of Registrations in Category A Departments

Department	Elementary		Secondary		Total	
	N	%	N	%	N	%
Psychology	55	35%	32	24%	87	30%
Education	28	18%	22	17%	50	17%
Sociology	24	15%	12	9%	36	12%
Anthropology	18	11%	14	11%	32	11%
Nine other departments	33	21%	53	40%	86	30%
Total	158	100%	133	100%	291	100%

at the secondary level where 22 course registrations, or 17% of the total registrations by the secondary subjects, were accounted for by the Geography department.

With but two exceptions, elementary and secondary Whites (Appendix B.2) generally chose the same departments from which to select courses to meet the Category A requirement. Twenty-three or 17.6% of the elementary Whites enrolled in courses in Sociology, while only eight or 6.5% of the secondary Whites chose courses from the same department. The second exception was touched upon in the previous paragraph. Twenty-one or 17.1% of the secondary Whites, compared to five or 3.8% of the elementary Whites, selected courses in the Geography department.

The enrollment patterns for Asian and Other Minority subjects do not differ significantly from those of White subjects. Courses from Anthropology, Education, Psychology and Sociology accounted for 65% of the Asian and Other Minority registrations. The only exception occurs at the elementary level, where three or 25% of the Other Minority subjects selected courses from Political Science.

Sex

Enrollment patterns for female and male subjects (Appendix B.3) are fairly similar. Of the 218 total female registrations, 163 or 75% were accounted for by the Anthropology, Education, Psychology and Sociology departments. There were 77 total registrations by males of which 44 or 57% occurred in the same four departments. The smaller percentage for males can be accounted for by a phenomenon discussed earlier. Twenty-two percent or 13 of the secondary male registrations occurred in the Geography department. If one included the secondary male registrations in Geography with those of

the four major departments, that figure would represent 74% of the total male registrations.

An interesting piece of data arises when one examines level and sex (Appendix B.4). Nineteen or 24.7% of the secondary females, compared to five or 8.5% of the secondary males, chose a course in Education to meet the Category A requirement.

Pattern

Only minute differences are apparent when one examines the Category A registration patterns of Seattle, Metropolitan and Northline subjects (Appendix B.5). Sixty-nine percent of the combined Metropolitan-Northline registrations occurred in either the Anthropology, Education, Psychology and Sociology departments. The figure for the Seattle pattern is 70%.

From Appendix B.6, one learns that Metropolitan subjects enrolled in Psychology courses far less frequently than either Seattle or Northline subjects. At the elementary level only 25% of the Metropolitan subjects chose a Psychology course, compared with 39.4% and 42.3% of the Seattle and Northline subjects respectively. The same phenomenon occurs at the secondary level, where only 7.7% of the Metropolitan subjects, compared with 16.2% of the Seattle and 18.2% of the Northline subjects, selected a Psychology course to meet the Category A requirement.

Major

The data presented in Appendix B.7 illustrate the small variation which exists between the registration patterns of the four classifications of Major. The Anthropology, Education, Psychology and Sociology departments accounted for 70% of the total Social Science registrations, 73% of the Humanities, 69% of the Natural Science and 60% of the registrations of the Major group labelled 'Other'.

However, when one examines Major by Level (Appendix B.8), one difference does emerge. Forty-seven or 40.5% of the elementary Social Science majors enrolled in Psychology courses. The figures for secondary Social Science majors are 24 and 25.3% respectively. The same phenomenon occurs in Sociology with 20.7% of the elementary Social Science majors, compared with 6.3% of the secondary Social Science majors, choosing a course from that department.

Category B Courses (by department)

Ethnic Group

Greater differences arise when one examines the relationship between the study variables and Category B courses (Appendix B.9). White registrations in Category B courses totalled 285, of which 62% or 175 were in four departments. Women Studies accounted for 71 White enrollments, a figure which represents 25% of the total White registrations. Courses from the Music department accounted for 42 White registrations or 15% of the total. There were also 31 White registrations in both Anthropology and Psychology, an amount equal to 11% of the total number of White registrations.

The four departments which accounted for 62% of the White registrations were responsible for only 30% and 41% of the Asian and Other Minority enrollments respectively. There were a total of 24 registrations in the Asian American Studies department. Twelve or 50% of those registrations were by Asian subjects. This can be seen in Table 5.

TABLE 5

White and Minority Registrations in Category B Departments

Department	White		Asian		Other Minority		Total	
	N	%	N	%	N	%	N	%
Women Studies	71	25%	2	9%	3	18%	76	23%
Music	42	15%	0	0%	1	6%	43	13%
Anthropology	31	11%	2	9%	2	12%	35	11%
Sociology	31	11%	3	13%	1	6%	35	11%
AAS	12	4%	12	52%	0	0%	24	7%
HSTAA	6	2%	0	0%	5	29%	11	3%
Eight other departments	92	32%	4	17%	5	29%	101	31%
Total	285	100%	23	100%	17	100%	325	100%

With but one exception, Other Minority subjects distributed themselves fairly evenly among the fourteen departments. Of the 11 registrations in the History of the Americas (HSTAA) department, five or 45% were by Other Minority subjects.

When one examines the breakdown of the three ethnic groups by level (Appendix B.10), it is readily apparent there are no substantial differences. Twenty-five percent of both the elementary and secondary Whites enrolled in Women Studies courses. Fifty percent of the secondary and 52.9% of the elementary Asians enrolled in AAS courses.

Sex

Some very interesting trends develop when the relationship between Category B courses and the study variable Sex is examined (Appendix B.11). Of the 253 female registrations, 154 or 61% of the total number of female registrations fall into either the Anthropology, Women Studies, Psychology or Music departments. Those same four departments account for only 45%

of the total number of male registrations. Anthropology received 11% of the total female and 9% of the total male registrations. However, percentages from the other three departments are not so similar. Women Studies courses accounted for 26% of the total female registrations but only 11% of the total male registrations. In Psychology the figures are 13% female and 1% male. The trend reverses itself when courses from the Music department are examined. Only nine percent of the total female registrations, compared with 24% of the total male registrations, came from Music. Other than the heavy concentration in Music, males tended to distribute themselves more evenly through the various departments. A summary of this data is presented in Table 6.

TABLE 6

Department	Female		Male		Total	
	N	%	N	%	N	%
Women Studies	67	26%	9	11%	76	23%
Psychology	34	13%	1	1%	35	11%
Anthropology	29	11%	7	9%	36	11%
Music	24	9	19	24%	43	13%
Ten other departments	99	39%	44	55%	143	43%
Total	253	100%	80	100%	333	100%

Substantial differences are also apparent when one examines Category B courses by Level and Sex (Appendix B.12). Sixteen point seven percent of all elementary females enrolled in Psychology courses, while the figure for secondary females is 7.1%. The reverse is true with courses from Art History. Only 4.2% of the elementary females, compared with 10.6% of the secondary females, selected an Art History course. A far larger perentage (13.3%) of secondary males than elementary males (5.0%) opted for a Women Studies course.

Courses from American Indian Studies also proved more popular with secondary males, with 13.3% of that group, compared with 5.0% of the elementary males, enrolling in courses from that department.

Pattern

Differences between the course selections of the three pattern classifications are minute (Appendix B.13). A majority of both Seattle (58%) and the combined Metropolitan-Northline Pattern (55%) registrations came in four departments: Anthropology, Women Studies, Psychology, and Music. There is also little to distinguish between course selections when one examines the individual departments. Of the total number of Metropolitan-Northline registrations, 8% were in Anthropology, while 10% of the total Seattle registrations were in the same department. The figures in Women Studies are 22% Metropolitan-Northline and 27% Seattle, in Psychology 12% and 10%, and in Music 13% and 12%.

Major

Social Science majors tend to draw from five departments (Appendix B.15) to satisfy the Category B requirement. Twenty-one percent of the Social Science major registrations were in Women Studies, 14% in Psychology, 13% in Music, 12% in Asian American Studies and 10% in Anthropology. Thus, courses from those five departments account for 70% of Social Science registrations.

Those subjects majoring in the Humanities tend to distribute themselves more evenly through the various departments. Women Studies is still the most popular department, with 23% of all Humanities registrations coming in this area. English provides for 15%, Art History 14%, Anthropology 9%, and Psychology 8% of all Humanities registrations.

There were very few Natural Science majors in our population, so while the number of registrations is small, the percentages are revealing. Of the total number of Natural Science registrations, 31% were accounted for by Music courses. Anthropology (19%) and Women Studies (13%) were the next two most popular departments.

When we break down Major by Level (Appendix B.16) some interesting data emerge. Nineteen point two percent of the elementary Social Science majors, compared with 6.5% of the secondary Social Science majors, enrolled in a Psychology course. On the other hand, a higher percentage of secondary Social Science majors (18.3%) enrolled in Music courses than did elementary Social Science majors (9.2%). Twenty-five percent and 21.4% of the secondary Humanities majors enrolled in English and Art History courses respectively. The percentage for the elementary Humanities majors was 8.1% for each of the two departments.

Category B Courses (by ethnic group and women)

Ethnic Group

The trends introduced in the previous section are even more strongly evident when the Category B courses are classified according to the ethnic topic with which they are concerned. From Appendix B.17 we learn that of the 281 total White registrations, 113 or 40% of them came in courses dealing with Women. The only other areas that received a significant White registration were courses dealing with Blacks and Native Americans. The former accounted for 19% of the total White registration, while the latter received 24%.

Asian registrations fell into three areas. Courses dealing with Asian culture accounted for 52% of the total number of Asian registrations.

Courses concerned with Native Americans and Women received 22% and 17% respectively of the total Asian registration. Other Minority subjects, as was mentioned earlier, distributed themselves more evenly through the five basic areas. Thirty-five percent of all Other Minority registrations were accounted for by courses dealing with Chicano culture. Courses concerned with Women received 24% of the total Other Minority registration, while the figures for Native American, Black and Asian courses were 18%, 6% and 6% respectively. This can be seen in Table 7.

TABLE 7

White and Minority Registrations in Category B Courses
(Classified According to Ethnic Group and Women)

Course Topic	White		Asian		Other Minority		Total	
	N	%	N	%	N	%	N	%
Black	54	19%	0	0%	1	6%	55	17%
Native American	67	24%	5	22%	3	18%	75	23%
Asian	12	4%	12	52%	1	6%	25	8%
Women	113	40%	4	17%	4	24%	121	38%
Chicano	18	6%	0	0%	6	35%	24	7%
Jewish	1	-	0	0%	0	0	1	-
Other	16	6%	2	9%	2	12%	20	6%
Total	281	100%	23	100%	17	100%	321	100%

It is apparent from the data presented in Appendix B.18 that there is little difference between the enrollment patterns of elementary and secondary Whites. Few differences can also be found between elementary and secondary Asian and Other Minority subjects.

Sex

Forty-two percent (Appendix B.19) of all female registrations were in courses dealing with Women. That figure compares to only 23% of the total

number of male registrations for courses with the same topic. The most popular courses for males were those dealing with Native Americans. This area accounted for 33% of all male registrations. Courses dealing with Black culture were responsible for 14% of the total female and 26% of the total male registrations. This is illustrated in Table 8.

TABLE 8

Female and Male Registrations in Category B Courses
(Classified According to Ethnic Group and Women)

Course Topic	Female		Male		Total	
	N	%	N	%	N	%
Black	34	14%	21	26%	55	17%
Native American	52	21%	27	33%	79	24%
Asian	18	7%	7	9%	25	8%
Women	104	42%	19	23%	123	38%
Chicano	20	8%	6	7%	26	8%
Jewish	1	-	0	0	1	-
Other	18	7%	1	1%	19	6%
Total	247	100%	81	100%	328	100%

Courses dealing with Asian and Chicano culture accounted for only 16% of the total number of registrations, both female and male.

The only substantial difference one finds when the study variable Sex is broken down by level (Appendix B.20) concerns the male sample. Only 15.8% of all the elementary males enrolled in a course dealing with Women, while 25.8% of all secondary males chose a course with the same topic. Other than this one exception, courses chosen by elementary and secondary subjects were fairly similar.

Pattern

Once again there are only slight differences that exist when one examines (Appendix B.21) the registration patterns for Seattle and the combined Metropolitan-Northline subjects. Twenty-six percent of the Metropolitan-Northline registrations came in courses dealing with Native Americans, while the figure for Seattle was 17%. Twelve percent of the total Seattle registrations, compared with 4% of the Metropolitan-Northline, were accounted for by Asian culture courses. Approximately 38% of both the Seattle and Metropolitan-Northline registrations were in courses dealing with Women.

Twenty-nine percent of all secondary subjects (Appendix B.22), compared with 16% of the elementary sample, enrolled in courses dealing with Native Americans. The reverse is true when one looks at courses concerned with Women. Thirty percent of all secondary subjects chose a course dealing with that particular group, while the figure for elementary subjects was 43%. Other than these two areas, enrollments were approximately equal across the three patterns.

Major

From Appendix B.23, one learns that 36% of all Social Science registrations fell into courses dealing with women. The percentages for Humanities, Natural Science and Other majors were 45%, 13% and 32% respectively. Other popular areas for the four major classifications were slightly different. Social Science and Humanities majors, with 20% and 29% of their respective total number of registrations, chose courses concerned with Native Americans. Natural Science majors made courses concerned with Black culture their first choice with 44% of their total registrations.

The major category 'Other', with 25% of its total number of registrations, also made Native American courses their second choice.

Data presented in Appendix B.24 confirm trends discussed earlier. More elementary (39%) than secondary (32%) subjects enrolled in courses concerned with Women, and more secondary (26%) than elementary (21%) subjects chose courses dealing with Native Americans. Other than those two exceptions, there are only minute differences between major classifications when level is taken into account.

Summary and Conclusions

Ethnic Group

To satisfy the Category A requirement, 71% of the White sample in the study selected courses from four departments: Psychology, Education, Sociology and Anthropology. Eighty-two percent of the Asian subjects and 63% of the Other Minority subjects chose courses from the same departments. Courses from the Psychology department accounted for 29% of the White, 48% of the Asian and 19% of the Other Minority enrollments. Nineteen percent of the White, 10% of the Asian and 6% of the Other Minority sample opted for Education courses.

White subjects chose courses from the Women Studies, Music, Anthropology and Psychology departments 61% of the time to satisfy the Category B requirement. Twenty-five percent of all White registrations were in the Women Studies department. Yet, when one takes into account all courses having women as the topic, that figure rises to 40%. The majority (52%) of our Asian subjects selected courses from the Asian American Studies department to meet this requirement. Other Minority subjects chose courses from the History of the Americas (HSTAA) department most often (29% of the time).

Sex

Only minor differences were apparent when the enrollment patterns of female and male subjects in Category A courses were examined. Courses in Anthropology, Education, Psychology and Sociology accounted for 75% of the female registrations and 57% of the male registrations. Courses in the Geography department provided the only real difference between female and male enrollments. Eighteen percent of the males, compared to 7% of the females, chose a Geography course to satisfy the Category A requirement.

Far greater differences existed when the enrollments in Category B courses were studied. Forty-two percent of the female sample, compared with 23% of the male, chose a course dealing with women. Courses concerned with Native Americans proved most popular with males, accounting for 33% of all male registrations. Courses dealing with Asian and Chicano culture accounted for only 15% of the total number of Category B registrations, both female and male.

Pattern

From the data collected in this study, no significant trends are apparent in the course selections used to satisfy the Category A and B requirement by the three Pattern classifications.

Major

Few differences can be found in the enrollment patterns of the four Major classifications when the Category A requirement is examined. This is not the case when Category B courses are studied. Courses whose topic was women still proved popular but in varying degrees. Thirty-six percent of the Social Science, 45% of the Humanities and 13% of the Natural Science

majors selected a course dealing with women to meet the Category B requirement. Natural Science majors (44%) chose courses dealing with Black culture most often. Courses in the English and Art History departments proved quite popular with Humanities majors, with 29% of the Humanities registrations coming in those two departments.

Level

Only two areas are worth noting when the enrollment patterns of elementary and secondary subjects in Category A courses are discussed. Seventeen percent of all secondary subjects, compared with 5% of the elementary subjects, selected a Geography course to meet the Category A requirement. The trend in Psychology courses was just the opposite, with 34% of the elementary and 23% of the secondary subjects opting for courses in that department.

To satisfy the Category B requirement 15% of the elementary, compared with 44% of the secondary subjects, selected a Psychology course. More secondary than elementary (29%-20%) subjects chose a course dealing with Native Americans, yet more elementary than secondary (41%-33%) subjects opted for a course dealing with women.

Final Conclusion

As was stated earlier, NCATE believes that multicultural education is a "process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings." The central question is: Does the current socio-ethnic course requirement, as it is presently constituted, enable each student to successfully meet the NCATE standard? The answer, based on the data presented in this report, must be in the negative.

A glance at the approved course list in Appendix A illustrates the tremendous range and variety of courses available to students. Yet, the trends discussed previously seem to indicate that students, a good number at least, are staying within their particular ethnic or social group when choosing courses to satisfy the socio-ethnic course requirement. We must have a means by which to ensure all students some experience with ethnic groups different from their own. The pluralistic and culturally diverse society within which these students will teach demands such an experience.

Appendix A

College of Education
University of Washington

University of Washington courses which fulfill the Socio-ethnic studies course requirement for Initial Certification.

Students obtaining an Initial or Provisional certificate for teaching shall complete the socio-ethnic studies requirement prior to the final quarter of the teaching practicum. A minimum of 6 credits in approved courses is required. At least 3 credits shall be in Category A courses and 3 credits shall be in Category B courses.

Category A: At least 3 credits required in courses which examine the general features of ethnic diversity, cultural pluralism, economic deprivation, and cultural value differences.

				Credits
	AD ORG	464	Racial, Ethnic and Cultural Factors in Administration	4
	ANTH	428	Anthropological Perspectives on Ethnicity	3
	ANTH	464	Language Policy and Cultural Identity	3
	EDC&I	424	Multi-ethnic Curriculum and Instruction	3
	EDC&I	474	Multi-ethnic Studies: Content, Methods and Materials	3
	EDC&I	568	Seminar on Instruction and Curriculum for Minority Youth	3
	EDC&I	569	Educating Ethnic Minority YouTH	4
	EDHED	430	Higher Education and the Ethnic Minority	3
	EDPSY	513	Learning Varinbles of Minority Children	4
	GEOG	227	Geographic Perspectives of Minorities in the U.S.	5
SS	GEOG	342	Geography and Inequality in the U.S.	3
	GEOG	410	Immigrants and the American West	5
	HSTAA	420	The American Disinherited	3
	HSTAA	426	American Urban History Since 1870	3-5
	HSS	431	Human Rights and Governmental Process	3
	POL S	210	Ethnic Minorities and American Politics	5
	POL S	211	The Future of American Minorities	5
	POL S	436	Ethnic Politics	5
	PSYCH	250	Facism and Minority Groups	4
	SOC	362	Race Relations	5
	SOC	460	Social Differentiation	5
	SOC	462	Comparative Race and Ethnic Relations	3
	*WOMEN	490	Special Topics: Women of Color in America	3

Category B: At least 3 credits required in courses which address the characteristics, contributions and problems of a particular social or ethnic group in the U.S.A.

SS	AFRAM	200	Proseminar in Black Studies	5
	AFRAM	210	Black Language Perspective	3
	AFRAM	250	Afro-Americans and the U.S. Supreme Court	5
	AFRAM	280	Creative Expression	5
	AFRAM	320	Black Women in Drama	5
	AFRAM	330	Social Psychology of the Black Community	5
	AFRAM	400	The Black Aesthetic	3
	*AFRAM	492	Sp. Top.: Afro-American History, Black Americans, 1877-pres.	5
	*AFRAM	492	Sp. Top.: Health Issues in the Black Community	3
	*AFRAM	492	Sp. Top.: Principles of Black Community Organization	3
	*AFRAM	492	Sp. Top.: Strategies in Black Community Development	3
	AIS	101	Introduction to American Indian Studies	3
SS	AIS	102	Survey of American Indian Studies	5
	AIS	151	Indian Art of the Northwest Coast	3
	AIS	170	Survey of North American Indian Art	5
	AIS	215	Puget Sound Indian Literature in English	3
	AIS	230	Contempory Indian Issues	3
SS	AIS	240	American Indian Women in Society	5
	AIS	335	Legal Problems of American Indians	3
	AIS	340	Indian Children and Families	3
	AIS	413/414/415	Lushootseed Literature	5,5,5
	AIS	435	Proseminar in Indian Legal Issues	3
	*AIS	475	Sp. Top.: Social Work with American Indians	5
SS	AAS	205	Asian American Culture	5
SS	AAS	206	Contemporary Problems of Asian Americans	5
	AAS	305	Asian American Culture for Teachers	3
	AAS	350	Chinese American History and Culture	3
	AAS	360	Filipino American History and Culture	3
	AAS	370	Japanese American History and Culture	3
H	AAS	400	Asian American Literary Expression	5
	AAS	405	Asian American Culture	5
	AAS	442	Social Policy and Asian American Communities	5
	*AAS	490	Seminar: Asian Americans in Hawaii	3
	*AAS	490	Seminar: Indochinese Experience in America	3
	*AAS	490	Seminar: Political Development in Asian America	5

Page 2
List of Socio-Ethnic Courses

	*ANTH	310	Native North American Societies	3
	ANTH	311	North American Indian: Pacific Northwest	3
H	ANTH	335/ART H 335	Art of the Northwest Coast Indian	3
SS	ANTH	353/WOMEN 353	Anthropological Study of Women	3
	ART H	230	Afro-American Art	3
SS	CHSTU	102	Introduction to Chicano Studies	5
	CHSTU	202	Intermediate Chicano Studies	3
	CHSTU	204	History of Chicanos in Washington State	5
	CHSTU	305	Advanced Chicano Studies	3
	*CHSTU	491	Sp. Top.: LaMujer(The Mexican-American Women)	3
	EDC&I	453	Teaching the Bilingual-Bicultural Child in the Elem. School	3
	EDC&I	454	Teaching the Bilingual-Bicultural Student in the Sec. School	3
	EDC&I	464	Educating Native American Youth	5
	EDC&I	469	Educating the Black Inner City Child	3
	EDC&I	564	Current Issues in Alaska/Native Amer. Indian Education	3
H	ENGL	358	Literature of Black America	5
H	ENGL	375	Women and the Literary Imagination	5
H	ENGL	376	Women Writers	5
	HSTAA	150	Afro-American History	5
	HSTAA	180	Chicano History to 1848	5
	HSTAA	181	Chicano History from 1848	5
	HSTAA	415	Indian-White Relations	5
	HSTAA	436	American Jewish History since 1885	5
	HSTAA	443	Black Americans, 1619-1877	5
	HSTAA	444	Black Americans, 1877 to present	5
H	PHIL	206/WOMEN 206	Philosophy of Feminism	5
	POL S	313/WOMEN 313	Women and Patriarchal Politics	5
SS	PSYCH	257/WOMEN 257	Psychology of Sex Differences	5
	SOC	105	Sociology of Black Americans	5
	SOC	361	Age and Sex Differentiation	3
SS	SOC	364/WOMEN 364	Women in Social Structure	5
	SOC	463	American Negro Community	3
	SOC	446/WOMEN 446	Theories and Tactics of the Women's Movement	3
	SPAN	231	Chicano Expressive Culture	5
	SPAN	331	Themes in Mexican-American Studies	5
	SPAN	465	Contemporary Chicano Literature	3
	SPAN	466	Chicano Literature: Fiction	3
SS	WOMEN	200	Introduction to Women Studies	5
	WOMEN	310	Women and the Law	5
	WOMEN	383	Social History of American Women	5
	WOMEN	415	Sexism in American Schools	3
	WOMEN	416	Sexist Language and Education	3
	WOMEN	283	Introduction to Women's History	5

H-on Humanities distribution list
SS-on Social Sciences distribution list

*Approval of these courses is dependent upon submitting a copy of the course outline or reading list to an adviser in the Office of Certification and Student Services for verification that the section taken is in fact on this list.

EDSPE	404	Exceptional Children	3
EDSPE	414	Integrating Handicapped with Non-Handicapped Preschool Children in the Inner City	3

10/81

APPENDIX B.1

Number and Percent of Category A Courses
Classified According to Department,
Taken by White, Asian and Other Minority Subjects

Group A	ELEMENTARY								SECONDARY							
	White		Asian		Other Minority		Total		White		Asian		Other Minority		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
AD ORG	3	60	0	0	2	40	5	100	2	100	0	0	0	0	2	100
Anthropology	17	94.4	1	5.6	0	0	18	100	12	85.7	1	7.1	1	7.1	15	100
Education	25	89.3	2	7.1	1	3.6	28	100	22	100	0	0	0	0	22	100
Geography	5	71.4	1	14.3	1	14.3	7	100	21	95.5	1	4.5	0	0	22	100
HSTAA	3	100	0	0	0	0	3	100	9	100	0	0	0	0	9	100
HSS	1	50	0	0	1	50	2	100	1	100	0	0	0	0	1	100
Political Science	1	25	0	0	3	75	4	100	7	100	0	0	0	0	7	100
Psychology	44	80	9	16.4	2	3.6	55	100	30	93.8	1	3.1	1	3.1	32	100
Sociology	23	95.8	1	4.2	0	0	24	100	8	66.7	2	16.7	2	16.7	12	100
History	3	75	0	0	1	25	4	100	2	100	0	0	0	0	2	100
English	0	0	0	0	1	100	1	100	1	100	0	0	0	0	1	100
Speech	1	100	0	0	0	0	1	100	0	0	1	100	0	0	1	100
Women	5	83.3	1	16.7	0	0	6	100	8	100	0	0	0	0	8	100

APPENDIX B.2

Number and Percent of White, Asian and Other Minority Subjects
Enrolled in Category A Courses,
Classified According to Department

	Group A	AD ORG		Anthropology		Education		Geography		HSTAA		HSS		Political Science		Psychology		Sociology		Art History		English		Speech		Women		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	White	3	2.3	17	13	25	19.1	5	3.8	3	2.3	1	.8	1	.8	44	33.6	23	17.6	3	2.3	0	0	1	.8	5	3.8	131/100
	Asian	0	0	1	6.7	2	13.3	1	6.7	0	0	0	0	0	0	9	60	1	6.7	0	0	0	0	0	0	1	6.7	15/100
	Other Minority	2	16.7	0	0	1	8.3	1	8.3	0	0	1	8.3	3	25	2	16.7	0	0	1	8.3	1	8.3	0	0	0	0	12/100
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	White	2	1.6	12	9.8	22	17.9	21	17.1	9	7.3	1	.8	7	5.7	30	24.4	8	6.5	2	1.6	1	.8	0	0	8	6.5	123/100
	Asian	0	0	1	16.7	0	0	1	16.7	0	0	0	0	0	0	1	16.7	2	33.3	0	0	0	0	1	16.7	0	0	6/100
	Other Minority	0	0	1	25	0	0	0	0	0	0	0	0	0	0	1	25	2	50	0	0	0	0	0	0	0	0	4/100

APPENDIX B.3

Number and Percent of Category A Courses,
Classified According to Department,
Taken by Female and Male Subjects

Group A	ELEMENTARY						SECONDARY					
	Female		Male		Total		Female		Male		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
AD ORG	5	100	0	0	5	100	1	50	1	50	2	100
Anthropology	15	88.2	2	11.8	17	100	9	60	6	40	15	100
Education	25	86.2	4	13.8	29	100	19	79.2	5	20.8	24	100
Geography	7	87.5	1	12.5	8	100	10	43.5	13	56.5	23	100
HSTAA	2	66.7	1	33.3	3	100	5	55.6	4	44.4	9	100
HSS	2	100	0	0	2	100	0	0	1	100	1	100
Political Science	4	100	0	0	4	100	2	28.6	5	71.4	7	100
Psychology	49	89.1	6	10.9	55	100	18	58.1	13	41.9	31	100
Sociology	22	91.7	2	8.3	24	100	6	50	6	50	12	100
Art History	4	100	1	1	4	100	1	50	1	50	2	100
English	0	0	1	100	1	100	0	0	1	100	1	100
Speech	1	100	0	0	1	100	1	100	0	0	1	100
Women	5	83.3	1	16.7	6	100	5	62.5	3	37.5	8	100

APPENDIX B.4

Number and Percent of Female and Male Subjects
Enrolled in Category A Courses,
Classified According to Department

	Group A	AD ORG		Anthropology		Education		Geography		HSTAA		HSS		Political Science		Psychology		Sociology		Art History		English		Speech		Women		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	Female	5	3.5	15	10.6	25	17.7	7	5.0	2	1.4	2	1.4	4	2.8	49	34.8	22	15.6	4	2.8	0	0	1	0.7	5	3.5	141/100
	Male	0	0	2	11.1	4	22.2	1	5.6	1	5.6	0	0	0	0	6	33.3	2	11.1	0	0	1	5.6	0	0	1	5.6	18/100
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	Female	1	1.3	9	11.7	19	24.7	10.0	13.0	5	6.5	0	0	2	2.6	18	23.4	6	7.8	1	1.3	0	0	1	1.3	5	6.5	77/100
	Male	1	1.7	6	10.2	5	8.5	13.0	22.0	4	6.8	1	1.7	5	8.5	13	22.0	6	10.2	1	1.7	1	1.7	0	0	3	5.1	59/100

APPENDIX B.5

Number and Percent of Category A Courses,
Classified According to Department,
Taken by Seattle, Metropolitan and Northline Pattern Subjects

Group A	ELEMENTARY							SECONDARY						
	Seattle		Metro		Northline		Total	Seattle		Metro		Northline		Total
	N	%	N	%	N	%	N / %	N	%	N	%	N	%	N / %
AD ORG	2	50	0	0	2	50	4 / 100	0	0	2	100	0	0	2 / 100
Anthropology	2	25	5	62.5	1	12.5	8 / 100	8	57.1	5	35.7	1	7.1	14 / 100
Education	6	33.3	6	33.3	6	33.3	18 / 100	6	40	6	40	3	20	15 / 100
Geography	1	33.3	1	33.3	1	33.3	3 / 100	5	41.7	2	16.7	5	41.7	12 / 100
HSTAA	1	50	1	50	0	0	2 / 100	1	20	3	60	1	20	5 / 100
HSS	1	50	1	50	0	0	2 / 100	0	0	0	0	0	0	0 / 0
Political Science	1	50	1	50	0	0	2 / 100	2	33.3	1	16.7	3	50	6 / 100
Psychology	13	41.9	7	22.6	11	35.5	31 / 100	6	50	2	16.7	4	33.3	12 / 100
Sociology	4	33.3	6	50	2	16.7	12 / 100	4	44.4	3	33.3	2	22.2	9 / 100
History	2	66.7	0	0	1	33.3	3 / 100	0	0	0	0	2	100	2 / 100
English	0	0	0	0	0	0	0 / 100	1	100	0	0	0	0	1 / 100
Speech	0	0	0	0	1	100	1 / 100	1	100	0	0	0	0	1 / 100
Women	0	0	0	0	1	100	1 / 100	3	50	2	33.3	1	16.7	6 / 100

APPENDIX B.6

Number and Percent of Seattle, Metropolitan and Northline Pattern Subjects Enrolled in Category A Courses, Classified According to Department

	Group A	AD ORG		Anthropology		Education		Geography		HSTAA		HSS		Political Science		Psychology		Sociology		Art History		English		Speech		Women		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	Seattle	2	6.1	2	6.1	6	18.2	1	3.0	1	3.0	1	3.0	1	3.0	13	39.4	4	12.1	2	6.1	0	0	0	0	0	0	33/100
	Metropolitan	0	0	5	17.9	6	21.4	1	3.6	1	3.6	1	3.6	1	3.6	7	25	6	21.4	0	0	0	0	0	0	0	0	28/100
	Northline	2	7.7	1	3.8	6	23.1	1	3.8	0	0	0	0	0	0	11	42.3	2	7.7	1	3.8	0	0	1	3.8	1	3.8	26/100
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	Seattle	0	0	8	21.6	6	16.2	5	13.5	1	2.7	0	0	2	5.4	6	16.2	4	10.8	0	0	1	2.7	1	2.7	3	8.1	37/100
	Metropolitan	2	7.7	5	19.2	6	23.1	2	7.7	3	11.5	0	0	1	3.8	2	7.7	3	11.5	0	0	0	0	0	0	2	7.7	26/100
	Northline	0	0	1	4.5	3	13.6	5	22.7	1	4.5	0	0	3	13.6	4	18.2	2	9.1	2	9.1	0	0	0	0	1	4.5	22/100

APPENDIX B.7

Number and Percent of Category A Courses, Classified According to Department, Taken by Social Science, Humanities and Natural Science Majors

Group A	ELEMENTARY									SECONDARY								
	Social Science		Humanities		Natural Science		Other		Total	Social Science		Humanities		Natural Science		Other		Total
	N	%	N	%	N	%	N	%	N / %	N	%	N	%	N	%	N	%	N / %
AD ORG	4	80	0	0	0	0	1	20	5/100	3	75	0	0	1	25	0	0	4/100
Anthropology	11	55	3	15	3	15	3	15	20/100	7	46.7	4	26.7	0	0	4	26.7	15/100
Education	12	44.4	8	29.6	2	7.4	5	18.5	27/100	16	61.5	5	19.2	0	0	5	19.2	26/100
Geography	5	62.5	2	25	0	0	1	12.5	8/100	14	63.6	2	9.1	1	4.5	5	22.7	22/100
HSTAA	3	100	0	0	0	0	0	0	3/100	8	88.9	1	11.1	0	0	0	0	9/100
HSS	2	100	0	0	0	0	0	0	2/100	2	100	0	0	0	0	0	0	2/100
Political Science	2	50	1	25	0	0	1	25	4/100	7	77.8	0	0	0	0	2	22.2	9/100
Psychology	47	40.5	5	8.9	2	3.6	2	3.6	56/100	24	61.5	6	15.4	3	7.7	6	15.4	39/100
Sociology	24	85.7	0	0	1	3.6	3	10.7	28/100	6	46.2	2	15.4	0	0	5	38.5	13/100
Art History	1	25	1	25	1	25	1	25	4/100	1	33.3	1	33.4	0	0	1	33.3	3/100
English	0	0	1	100	0	0	0	0	1/100	1	50	1	50	0	0	0	0	2/100
Speech	2	100	0	0	0	0	0	0	2/100	1	100	0	0	0	0	0	0	1/100
Women	3	42.9	2	28.6	1	14.3	1	14.3	7/100	5	50	0	0	1	10	4	40	10/100

APPENDIX B.8

Number and Percent of Social Science, Humanities and Natural Science Majors Enrolled in Category A Courses, Classified According to Department

	Group A	AD ORG		Anthropology		Education		Geography		HSTAA		HSS		Political Science		Psychology		Sociology		Art History		English		Speech		Women		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	Social Science	4	3.4	11	9.5	12	10.3	5	4.3	3	2.6	2	1.7	2	1.7	47	40.5	24	20.7	1	.9	0	0	2	1.7	3	2.6	116 100
	Humanities	0	0	3	13	8	34.8	2	8.7	0	0	0	0	1	4.3	5	21.7	0	0	1	4.3	1	4.3	0	0	2	5.7	23 100
	Natural Science	0	0	3	30	2	20	0	0	0	0	0	0	0	0	2	20	1	10	1	10	0	0	0	0	1	10	10 100
	Other	1	5.6	3	16.7	5	27.8	1	5.6	0	0	0	0	1	5.6	2	11.1	3	16.7	1	5.6	0	0	0	0	1	5.6	18 100
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	Social Science	3	3.2	7	7.4	16	16.8	14	14.7	8	8.4	2	2.1	7	7.4	24	25.3	6	6.3	1	1.1	1	1.1	1	1.1	5	5.3	95 100
	Humanities	0	0	4	18.2	5	22.7	2	9.1	1	4.5	0	0	0	0	6	27.3	2	9.1	1	4.5	1	4.5	0	0	0	0	22 100
	Natural Science	1	16.7	0	0	0	0	1	16.7	0	0	0	0	0	0	3	50	0	0	0	0	0	0	0	0	1	16.7	6 100
	Other	0	0	4	12.5	5	15.6	5	15.6	0	0	0	0	2	6.3	6	18.8	5	15.6	1	3.1	0	0	0	0	4	12.5	32 100

APPENDIX B.9

Number and Percent of Category B Courses,
Classified According to Department,
Taken by White, Asian and Other Minority Subjects

Group B	ELEMENTARY							SECONDARY						
	White		Asian		Other Minority		Total	White		Asian		Other Minority		Total
	N	%	N	%	N	%	N / %	N	%	N	%	N	%	N / %
AFRAM	1	100	0	0	0	.0	1/100	0	0	0	0	0	0	0/100
AIS	3	100	0	0	0	0	1/100	8	100	0	0	0	0	8/100
AAS	6	40	9	60	0	0	15/100	6	66.7	3	33.3	0	0	9/100
Anthropology	21	95.5	1	4.5	0	0	22/100	10	76.9	1	7.7	2	15.4	13/100
Women	39	92.9	1	2.4	2	4.8	42/100	32	94.1	1	2.9	1	2.9	34/100
Art History	7	70	3	30	0	0	10/100	13	100	0	0	0	0	13/100
CHSTU	4	80	0	0	1	20	5/100	6	85.7	0	0	1	14.3	7/100
EDC&I	7	77.8	0	0	2	22.2	9/100	6	100	0	0	0	0	6/100
English	8	80	1	10	1	10	10/100	10	100	0	0	0	0	10/100
HSTAA	3	42.9	0	0	4	57.1	7/100	3	75	0	0	1	25	4/100
Psychology	26	89.7	2	6.9	1	3.4	29/100	5	83.3	1	16.7	0	0	6/100
Sociology	13	100	0	0	0	0	13/100	3	100	0	0	0	0	3/100
Spanish	2	100	0	0	0	0	2/100	1	100	0	0	0	0	1/100
Music	17	94.4	0	0	1	5.6	18/100	25	100	0	0	0	0	25/100

APPENDIX B.10

Number and Percent of White, Asian and Other Minority Subjects Enrolled in Category B Courses, Classified According to Department

GROUP B		AFRAM		AIS		AAS		ANTHROPOLOGY		WOMEN		ART HISTORY		CHSTU		EDC&I		ENGLISH		HSTAA		PSYCOLOGY		SOCIOLOGY		SPANISH		MUSIC		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	WHITE	1	.6	3	1.9	6	3.8	21	13.4	39	24.8	7	4.5	4	2.5	7	4.5	8	5.1	3	1.9	26	16.6	13	8.3	2	1.3	17	10.8	157/100
	ASIAN	0	0	0	0	9	52.9	1	5.9	1	5.9	3	17.6	0	0	0	0	1	5.9	0	0	2	11.8	0	0	0	0	0	0	17/100
	OTHER MINORITY	0	0	0	0	0	0	0	0	2	16.7	0	0	1	8.3	2	16.7	1	8.3	4	33.3	1	8.3	0	0	0	0	1	8.3	12/100
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	WHITE	0	0	8	6.3	6	4.7	10	7.8	32	25.0	13	10.2	6	4.7	6	4.7	10	7.8	3	2.3	5	3.9	3	2.3	1	0.8	25	19.5	128/100
	ASIAN	0	0	0	0	3	50.0	1	16.7	1	16.7	0	0	0	0	0	0	0	0	0	0	1	16.7	0	0	0	0	0	0	6/100
	OTHER MINORITY	0	0	0	0	0	0	2	40.0	1	20.0	0	0	1	20.0	0	0	0	0	1	200	0	0	0	0	0	0	0	0	5/100

APPENDIX B.11

Number and Percent of Category B Courses
Classified According to Department,
Taken by Female and Male Subjects

Group B	ELEMENTARY						SECONDARY					
	Female		Male		Total		Female		Male		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
AFRAM	1	100	0	0	1	100	0	0	0	0	0	100
AIS	2	66.7	1	33.3	3	100	2	20	8	80	10	100
AAS	12	80	3	20	15	100	6	66.7	3	33.3	9	100
Anthropology	19	86.4	3	13.6	22	100	10	71.4	4	28.6	14	100
Women	41	97.6	1	2.4	42	100	26	76.5	8	23.5	34	100
Art History	7	70	3	30	10	100	9	64.3	5	35.7	14	100
CHSTU	5	83.3	1	16.7	6	100	5	62.5	3	37.5	8	100
EDC&I	7	87.5	1	12.5	8	100	4	66.7	2	33.3	6	100
English	11	91.7	1	8.3	12	100	5	45.5	6	54.5	11	100
HSTAA	7	100	0	0	7	100	0	0	4	100	4	100
Psychology	28	96.6	1	3.4	29	100	6	100	0	0	6	100
Sociology	12	92.3	1	7.7	13	100	1	33.3	2	66.7	3	100
Spanish	2	100	0	0	2	100	1	100	0	0	1	100
Music	14	77.8	4	22.2	18	100	10	40	15	60	25	100

APPENDIX B.12

Number and Percent of Female and Male Subjects Enrolled in Category B Courses, Classified According to Department

GROUP B		AFRAM		AIS		AAS		ANTHROPOLOGY		WOMEN		ART HISTORY		CHSTU		EDC&I		ENGLISH		HSTAA		PSYCHOLOGY		SOCIOLOGY		SPANISH		MUSIC		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	FEMALE	1	.6	2	1.2	12	7.1	19	11.3	41	24.4	7	4.2	5	3.0	7	4.2	11	6.5	7	4.2	28	16.7	12	7.1	2	1.2	14	8.3	168/100
	MALE	0	0	1	5.0	3	15.0	3	15.0	1	5.0	3	15.0	1	5.0	1	5.0	1	5.0	0	0	1	5.0	1	5.0	0	0	4	20.0	20/100
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	FEMALE	0	0	2	2.4	6	7.1	10	11.8	26	30.6	9	10.6	5	5.9	4	4.7	5	5.9	0	0	6	7.1	1	1.2	1	1.2	10	11.8	85/100
	MALE	0	0	8	13.3	3	5.0	4	6.7	8	13.3	5	8.3	3	5.0	2	3.3	6	10.0	4	6.7	0	0	2	3.3	0	0	15	25.0	60/100

APPENDIX B.13

Number and Percent of Category B Courses,
Classified According to Department,
Taken by Seattle, Metropolitan and Northline Pattern Subjects

Group B	ELEMENTARY							SECONDARY						
	Seattle		Metro		Northline		Total	Seattle		Metro		Northline		Total
	N	%	N	%	N	%	N / %	N	%	N	%	N	%	N / %
AFRAM	0	0	1	100	0	0	1/100	0	0	0	0	0	0	0/0
AIS	0	0	1	100	0	0	1/100	2	28.6	3	42.9	2	28.6	7/100
AAS	6	60	3	30	1	10	10/100	3	75	0	0	1	25	4/100
Anthropology	4	40	6	60	0	0	10/100	4	57.1	3	42.9	0	0	7/100
Women	16	57.1	6	21.4	6	21.4	28/100	7	35	6	30	7	35	20/100
Art History	0	0	2	50	2	50	4/100	2	28.6	4	57.1	1	14.3	7/100
CHSTU	0	0	2	50	2	50	4/100	4	66.7	1	16.7	1	16.7	6/100
EDC&I	1	50	1	50	0	0	2/100	3	60	2	40	0	0	5/100
English	6	75	1	12.5	1	12.5	8/100	1	12.5	1	12.5	6	75	8/100
HSTAA	1	25	2	50	1	25	4/100	1	33.3	1	33.3	1	33.3	3/100
Psychology	5	27.8	3	16.7	10	33.3	18/100	3	75	1	25	0	0	4/100
Sociology	2	25	3	37.5	3	37.5	8/100	2	100	0	0	0	0	2/100
Spanish	1	50	1	50	0	0	2/100	0	0	0	0	0	0	0/0
Music	3	37.5	1	12.5	4	50	8/100	7	41.2	6	36.3	4	23.5	17/100

APPENDIX B.14

Number and Percent of Seattle, Metropolitan and Northline Pattern Subjects Enrolled in Category B Courses, Classified According to Department

	GROUP B	AFRAM		AIS		AAS		ANTHROPOLOGY		WOMEN		ART HISTORY		CHSTU		EDC&I		ENGLISH		HSTAA		PSYCHOLOGY		SOCIOLOGY		SPANISH		MUSIC		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	SEATTLE	0	0	0	0	6	13.3	4	8.9	16	35.6	0	0	0	0	1	2.2	6	13.3	1	2.2	5	11.1	2	4.4	1	2.2	3	6.7	45/100
	METRO	1	3.0	1	3.0	3	9.1	6	18.2	6	18.2	2	6.1	2	6.1	1	3.0	1	3.0	2	6.1	3	9.1	3	9.1	1	3.0	1	3.0	33/100
	NORTHLINE	0	0	0	0	1	3.3	0	0.	6	20.0	2	6.7	2	6.7	0	0	1	3.3	1	3.3	10	33.3	3	10.0	0	0	4	13.3	30/100
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	SEATTLE	0	0	2	5.1	3	7.7	4	10.3	7	17.9	2	5.1	4	10.3	3	7.7	1	2.6	1	2.6	3	7.7	2	5.1	0	0	7	17.9	39/100
	METRO	0	0	3	10.7	0	0	3	10.7	6	21.4	4	14.3	1	3.6	2	7.1	1	3.6	1	3.6	1	3.6	0	0	0	0	6	21.4	28/100
	NORTHLINE	0	0	2	8.7	1	4.3	0	0	7	30.4	1	4.3	1	4.3	0	0 -	6	26.1	1	4.3	0	0	0	0	0	0	4	17.4	23/100

APPENDIX B.15

Number and Percent of Category B Courses, Classified According to Department, Taken by Social Science, Humanities and Natural Science Majors

Group B	ELEMENTARY										SECONDARY									
	Social Science		Humanities		Natural Science		Other		Total		Social Science		Humanities		Natural Science		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
AFRAM	1	100	0	0	0	0	0	0	1	100	0	0	0	0	0	0	0	0	1	100
AIS	1	33.3	2	66.7	0	0	0	0	3	100	5	71.4	1	14.3	1	14.3	0	0	7	100
AAS	13	68.4	3	15.8	2	10.5	1	5.3	19	100	14	77.8	1	5.6	0	0	3	16.7	18	100
Anthropology	17	68	2	8	1	4	5	20	25	100	5	35.7	4	28.6	2	14.3	3	21.4	14	100
Women	27	61.4	11	25	1	2.3	5	11.4	44	100	20	57.1	4	11.4	1	2.9	10	28.6	35	100
Art History	5	50	3	30	0	0	2	20	10	100	7	43.8	6	37.5	0	0	3	18.8	16	100
CHSTU	3	50	0	0	0	0	3	50	6	100	3	37.5	2	25	0	0	3	37.5	8	100
EDC&I	4	44.4	3	33.3	1	11.1	1	11.1	9	100	5	71.4	0	0	0	0	2	28.6	7	100
English	6	66.7	3	33.3	0	0	0	0	9	100	4	33.3	7	58.3	0	0	1	8.3	12	100
HSTAA	4	57.1	2	28.6	0	0	1	14.3	7	100	6	85.7	0	0	0	0	1	14.3	7	100
Psychology	25	83.3	4	13.3	0	0	1	3.3	30	100	6	66.7	1	11.1	1	11.1	1	11.1	9	100
Sociology	10	76.9	2	15.4	1	7.7	0	0	13	100	1	33.3	0	0	0	0	2	66.7	3	100
Spanish	2	100	0	0	0	0	0	0	2	100	0	0	1	100	0	0	0	0	1	100
Music	12	70.6	2	11.8	3	17.6	0	0	17	100	17	70.8	1	4.2	2	8.3	4	16.7	24	100

APPENDIX B.16

Number and Percent of Social Science, Humanities and Natural Science Majors Enrolled in Category B Courses, Classified According to Department

	Group B	AFAM		AIS		AAS		Anthropology		Women		Art History		CHSTU		EDC&I		English		HSTAA		Psychology		Sociology		Spanish		Music		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	Social Science	1	.8	1	.8	13	10	17	13.1	27	20.8	5	3.8	3	2.3	4	3.1	6	4.6	4	3.1	25	19.2	10	7.7	2	1.5	12	9.2	130/100
	Humanities	0	0	2	5.4	3	8.1	2	5.4	11	29.7	3	8.1	0	0	3	8.1	3	8.1	2	5.4	4	10.8	2	5.4	0	0	2	5.4	37/100
	Natural Science	0	0	0	0	2	22.2	1	11.1	1	11.1	0	0	0	0	1	11.1	0	0	0	0	0	0	1	11.1	0	0	3	33.3	9/100
	Other	0	0	0	0	1	5.3	5	26.3	5	26.3	2	10.5	3	15.8	1	5.3	0	0	1	5.3	1	5.3	0	0	0	0	0	0	19/100
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	Social Science	0	0	5	5.4	14	15.1	5	5.4	20	21.5	7	7.5	3	3.2	5	5.4	4	4.3	6	6.5	6	6.5	1	1.1	0	0	17	18.3	93/100
	Humanities	0	0	1	3.6	1	3.6	4	14.3	4	14.3	6	21.4	2	7.1	0	0	7	25	0	0	1	3.6	0	0	1	3.6	1	3.6	28/100
	Natural Science	0	0	1	14.3	0	0	2	28.6	1	14.3	0	0	0	0	0	0	0	0	0	0	1	14.3	0	0	0	0	2	28.6	7/100
	Other	0	0	0	0	3	9.1	3	9.1	10	30.3	3	9.1	3	9.1	2	6.1	1	3.0	1	3.0	1	3.0	2	6.1	0	0	4	12.1	33/100

APPENDIX B.17

Number and Percent of Category B Courses,
Classified According to Ethnic Topic,
Taken by White, Asian and Other Minority Subjects

Ethnic Group	ELEMENTARY							SECONDARY						
	White		Asian		Other Minority		Total	White		Asian		Other Minority		Total
	N	%	N	%	N	%	N / %	N	%	N	%	N	%	N / %
Black	25	96.2	0	0	1	3.8	26 / 100	29	100	0	0	0	0	29 / 100
Native American	32	86.5	4	10.8	1	2.7	37 / 100	35	92.1	1	2.6	2	5.3	38 / 100
Asian	6	40	9	60	0	0	15 / 100	6	60	3	30	1	10	10 / 100
Women	68	91.9	3	4.1	3	4.1	74 / 100	45	95.7	1	2.1	1	2.1	47 / 100
Chicano	9	64.3	0	0	5	35.7	14 / 100	9	90	0	0	1	10	10 / 100
Jewish	1	100	0	0	0	0	1 / 100	0	0	0	0	0	0	0 / 100
Other	12	80	1	6.7	2	13.3	15 / 100	4	80	1	20	0	0	5 / 100

APPENDIX B.18

Number and Percent of White, Asian and Other Minority Subjects
Enrolled in Category B Courses,
Classified According to Ethnic Topic

Ethnic Group		BLACK		NATIVE AMERICAN		ASIAN		WOMEN		CHICANO		JEWISH		OTHER		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	TOTAL
Elementary	WHITE	25	16.3	32	20.9	6	3.9	68	44.4	9	5.9	1	.7	12	7.8	153 / 100.
	ASIAN	0	0	4	23.5	9	52.9	3	17.6	0	0	0	0	1	5.9	17 / 100.
	OTHER MINORITY	1	8.3	1	8.3	0	0	3	25.0	5	41.7	0	0	2	16.7	12 / 100.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Secondary	WHITE	29	22.7	35	27.3	6	4.7	45	35.2	9	7.0	0	0	4	3.1	128 / 100.
	ASIAN	0	0	1	16.7	3	50.0	1	16.7	0	0	0	0	1	16.7	6 / 100.
	OTHER MINORITY	0	0	2	40.0	1	20.0	1	20.0	1	20.0	0	0	0	0	5 / 100.

Appendix B.19

Number and Percent of Category B Courses,
Classified According to Ethnic Topic,
Taken By Female and Male Subjects

ETHNIC GROUP	ELEMENTARY						SECONDARY					
	FEMALE		MALE		TOT.		FEMALE		MALE		TOT.	
	N	%	N	%	N	%	N	%	N	%	N	%
BLACK	22	84.6	4	15.4	26	100.	12	41.4	17	58.6	29	100.
NATIVE AMERICAN	29	78.4	8	21.6	37	100.	23	54.8	19	45.2	42	100.
ASIAN	12	80.0	3	20.0	15	100.	6	60.0	4	40.0	10	100.
WOMEN	72	96.0	3	4.0	75	100.	32	66.7	16	33.3	48	100.
CHICANO	14	98.3	1	6.7	15	100.	6	54.5	5	45.5	11	100.
JEWISH	1	100.0	0	0	1	100.	0	0	0	0	0	0
OTHER	14	100.0	0	0	14	100.	4	80.0	1	20.0	5	100.

APPENDIX B.20

Number and Percent of Female and Male Subjects Enrolled in Category B Courses, Classified According to Ethnic Topic

Ethnic Group		BLACK		NATIVE AMERICAN		ASIAN		WOMEN		CHICANO		JEWISH		OTHER		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	TOTAL
Elementary	FEMALE	22	13.4	29	17.7	12	7.3	72	43.9	14	8.5	1	0.6	14	8.5	164/100.
	MALE	4	21.1	8	42.1	3	15.8	3	15.8	1	5.3	0	0	0	0	19/100.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Secondary	FEMALE	12	14.5	23	27.7	6	7.2	32	38.6	6	7.2	0	0	4	4.8	83/100.
	MALE	17	27.4	19	30.6	4	6.5	16	25.8	5	8.1	0	0	1	1.6	62/100.

Appendix B.21

Number and Percent of Category B Courses,
Classified According to Ethnic Topic,
Taken By Seattle, Metropolitan and Northline Pattern Subjects

ETHNIC GROUP	ELEMENTARY								SECONDARY							
	SEATTLE		METRO		NORTHLINE		TOT.		SEATTLE		METRO		NORTHLINE		TOT.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BLACK	4	30.8	3	23.1	6	46.2	13	100.	10	52.6	6	31.6	3	15.8	19	100.
NATIVE AMERICAN	5	29.4	10	58.8	2	11.8	17	100.	9	34.6	12	46.2	5	19.2	26	100.
ASIAN	6	60.0	3	30.0	1	10.0	10	100.	4	80.0	0	0	1	20.0	5	100.
WOMEN	23	50.0	8	17.4	15	32.6	46	100.	8	29.6	7	25.9	12	44.4	27	100.
CHICANO	2	20.0	5	50.0	3	30.0	10	100.	4	57.1	2	28.6	1	14.3	7	100.
JEWISH	1	100.0	0	0	0	0	1	100.	0	0	0	0	0	0	0	100.
OTHER	4	44.4	3	33.3	2	22.2	9	100.	3	60.0	1	20.0	1	20.0	5	100.

APPENDIX B.22

Number and Percent of Seattle, Metropolitan and Northline Pattern Subjects
Enrolled in Category B Courses,
Classified According to Ethnic Topic

	ETHNIC GROUP	BLACK		NATIVE AMERICAN		ASIAN		WOMEN		CHICANO		JEWISH		OTHER		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Elementary	SEATTLE	4	8.9	5	11.1	6	13.3	23	51.1	2	4.4	1	2.2	4	8.9	45/100.
	METRO	3	9.4	10	31.3	3	9.4	8	25.0	5	15.6	0	0	3	9.4	32/100.
	NORTHLINE	6	20.7	2	6.9	1	3.4	15	51.7	3	10.3	0	0	2	6.9	29/100.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Secondary	SEATTLE	10	26.3	9	23.7	4	10.5	8	21.1	4	10.5	0	0	3	7.9	38/100.
	METRO	6	21.4	12	42.9	0	0	7	25.0	2	7.1	0	0	1	3.6	28/100.
	NORTHLINE	3	13.0	5	21.7	1	4.3	12	52.2	1	4.3	0	0	1	4.3	23/100.

APPENDIX B.23

Number and Percent of Category B Courses,
Classified According to Ethnic Topic,
Taken by Social Science, Humanities and Natural Science Majors

Ethnic Group	ELEMENTARY										SECONDARY									
	Social Science		Humanities		Natural Science		Other		Tot.		Social Science		Humanities		Natural Science		Other		Tot.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Black	19	73.1	3	11.5	4	15.4	0	0	26	100	18	62.1	2	6.9	3	10.3	6	20.7	29	100
Native American	24	60	7	17.5	1	2.5	8	20	40	100	20	47.6	11	26.2	3	7.1	8	23.5	42	100
Asian	14	70	3	15	2	10	1	5	20	100	15	78.9	1	5.3	0	0	3	15.8	19	100
Women	50	66.7	19	25.3	1	1.3	5	6.7	75	100	29	56.9	9	17.6	1	2	12	35.3	51	100
Chicano	8	57.1	2	14.3	0	0	4	28.6	14	100	7	50	3	21.4	0	0	4	28.6	14	100
Jewish	1	100	0	0	0	0	0	0	1	100	0	0	0	0	0	0	0	0	0	100
Other	12	80	2	13.3	0	0	1	6.7	15	100	4	66.7	0	0	1	16.7	1	16.7	6	100

APPENDIX B.24

Number and Percent of Social Science, Humanities and Natural Science Majors Enrolled in Category B Courses, Classified According to Ethnic Topic

		BLACK		NATIVE AMERICAN		ASIAN		WOMEN		CHICANO		JEWISH		OTHER		TOTAL
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
ELEMENTARY	SOCIAL SCIENCE	19	14.8	24	18.8	14	10.9	50	39.1	8	63	1	.8	12	9.4	128 / 100.
	HUMANITIES	3	8.3	7	19.4	3	8.3	19	52.8	2	5.6	0	0	2	5.6	36 / 100.
	NATURAL SCIENCE	4	50.0	1	12.5	2	25.0	1	12.5	0	0	0	0	0	0	8 / 100.
	OTHER	0	0	8	42.1	1	5.3	5	26.3	4	21.1	0	0	1	5.3	19 / 100.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SECONDARY	SOCIAL SCIENCE	18	19.4	20	21.5	15	16.1	29	31.2	7	7.5	0	0	4	4.3	93 / 100.
	HUMANITIES	2	7.7	11	42.3	1	3.8	9	34.6	3	11.5	0	0	0	0	26 / 100.
	NATURAL SCIENCE	3	37.5	3	37.5	0	0	1	12.5	0	0	0	0	1	125	8 / 100.
	OTHER	6	17.6	8	23.5	3	8.8	12	35.3	4	11.8	0	0	1	2.9	34 / 100.